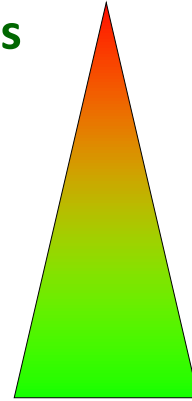


# **A Tiered Model for College and Career Readiness and Secondary Transition**

Prevention and Intervention  
to Support All Students

Rosemary Nilles, M.Ed., B.C.B.A.  
PA Community on Transition Conference  
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In collaboration with PA Secondary RtII Framework  
Adapted from the work of Morningstar (2011) and  
National Secondary Transition Technical Assistance Center (2011)

Why is there such focus on  
College and Career Readiness?



## ***College and Career Readiness***

Same and Different...

- **College Ready:** A student is prepared to succeed in college level courses without remediation
- **Career Ready:** A student possesses key academic skills needed to qualify for and succeed in the post-secondary job and/or education necessary for his/her chosen career, along with employability skills (SCANS) and technical, job specific skills (Career Clusters).

3

## ***“College Ready” Matters in Pennsylvania***

- About 40% of students entering college must take at least one remedial course before enrolling in credit-bearing coursework, and rates are much higher for students of color. (USDOE, 2011)
- If PA’s high schools were to graduate all students ready for college, the state would likely save as much as \$153 million in college remediation costs and lost earnings. (Alliance for Excellence in Education, “Saving Now and Saving Later,” 2011.)



## ***Education for Employment***

- Two-thirds of all new jobs created in the United States require at least some postsecondary education
- By 2018, the nation will need to increase the number of postsecondary degrees conferred by about 10 percent annually in order to meet workforce demands.

A. Carnevale, N. Smith, and J. Strohl, *Help Wanted: Projections of Jobs and Economic Requirements Through 2018* (Washington, DC: Georgetown Center on Education and the Workforce, 2010), cited in *Accelerating the College and Career Readiness of Pennsylvania's Students*, Alliance for Excellent Education, May 2011

5

## ***Career Ready: What We Learn from Employers***

Skills valued by today's employers:

- |                                       |     |
|---------------------------------------|-----|
| • Work Ethic                          | 80% |
| • Collaboration                       | 75% |
| • Good Communication                  | 70% |
| • Social Responsibility               | 63% |
| • Critical Thinking & Problem Solving | 58% |



PARTNERSHIP FOR  
21ST CENTURY SKILLS

6

## ***Career Ready: Common Areas of Deficiency***

Areas of deficiency noted by employers:

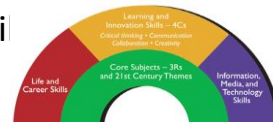
- Written Communication 81%
- Leadership 73%
- Work Ethic 70%
- Critical Thinking & Problem Solving 70%
- Self-Direction 58%



PARTNERSHIP FOR  
21ST CENTURY SKILLS 7

## ***Partnerships for 21<sup>st</sup> Century Learning Skills***

- Core academic subjects - “The Three Rs”
- 21st century interdisciplinary themes
- Learning and Innovation Skills - “The Four Cs”
  - Critical Thinking and Problem Solving Skills
  - Communication Skills
  - Creativity and Innovation Skills
  - Collaboration Skills
- Information, Media and Technology Skills
- Life and Career Skills



PARTNERSHIP FOR  
21ST CENTURY SKILLS

### ***SCANS (Secretary's Commission on Achieving Necessary Skills)***

- SCANS skills are based on industry standards and are written in measurable behavioral terms.
- SCANS skills competency universally represents a person's ability to compete in the workforce.
- SCANS report can be used as the source for identifying student skill acquisition targets.

9

### ***SCANS Skill Acquisition Student Targets***

- |  |   |
|--|---|
| • Decision Making Skills                                   | • Labor Market Knowledge                            |
| • Follows Instructions                                     | • Positive Attitudes and Behaviors                  |
| • Interpersonal Skills                                     | • Punctuality and Attendance                        |
| • Job Readiness Skills                                     | • Requests Workplace Accommodations, as appropriate |
| • Knowledge of his/her disability and rights under the law | • Shows Initiative                                  |

10

What do we know about  
College and Career Readiness  
for students with  
disabilities?

***Individuals with Disabilities Education Act  
IDEA 2004***

**Primary Purpose**

- To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them ***for further education, employment, and independent living*** H.R.1350 (IDEA 2004)

### ***Data for Students with IEPs***

There continues to be a large discrepancy in the outcomes of schooling between students in the IEP subgroup compared to their non-disabled peers -- for example:

- 1) National data show that about 70.3% of students who receive special education graduate with diplomas, compared to 85% of their peers in general education.

Data for PA students with IEPs is somewhat higher:

PA State Performance Plan data 2010-2011:  
 Graduation Rate = 87.3%  
 Dropout Rate = 10.9%

13

### ***Data for Students with IEPs (cont.)***

- 2) About 32% of students with IEPs who complete high school enroll in post-secondary education compared to 68% of the general student population.
- 3) The rate of employment for youth with disabilities is substantially below the 63% employment rate for youth in the general population.
- 4) Up to 2 years after high school, about three-quarters of youth with disabilities still are living with their parents.

(Wagner, M., Newman, L., Cameto, R., Garza, N., & Levine, P. (2005) *After high school: A first look at the postschool experiences of youth with disabilities. A report from the National Longitudinal Transition Study-2 (NLTS2)*. Menlo Park, CA: SRI International.)

14

## ***Employment for Persons with Disabilities***

- **Employment:** In August 2012, the percentage of people with disabilities in the labor force was 20.9. By comparison, the percentage of persons with no disability in the labor force was 69.4.
- **Unemployment:** In August 2012, the unemployment rate for people with disabilities in the labor force was 13.9%, compared with 8.0% for persons with no disability, not seasonally adjusted.

*US Department of Labor [www.dol.gov/odep](http://www.dol.gov/odep)*

15

## ***National Secondary Transition Technical Assistance Center (NSTTAC) Evidence Based Practices***

Identified 33 evidence-based practices including:

- Providing community-based instruction
- Teaching job-specific employment skills
- Teaching employment skills using community-based instruction
- Teaching job-related social communication skills
- Teaching self-management for employment
- Teaching self-determination skills
- Training parents about transition issues
- Using Check and Connect





## ***National Secondary Transition Technical Assistance Center (NSTTAC)***

NSTTAC also identified predictors of in- and post-school success for students with disabilities, including:

- Career Awareness
- Inclusion in General Education
- Self-Advocacy & Self-Determination
- Student Support
- Parental Involvement
- Vocational Education



## ***Elements of Effective Transition Programming for Students with Disabilities***

- Assessment of needs before developing a student centered transition plan
- Integration of a strong vocational component into the curriculum before high school
- Inclusion in general education classes
- Inclusion of self-advocacy and self-determination skills in the curriculum
- Interpersonal skills, and job-related skills training for students
- Coordinated services among vocational, regular and special education teachers, and counselors

### ***Elements of Effective Transition Programming for Students with Disabilities***

- Career focused and on-the-job training while in school
- Involvement of students, parents, businesses, and community representatives in interagency transition teams
- Supervised on-the-job training in the community with continuous support for both the employer and the student
- Inclusion of assistive technology in academic and work-based learning experiences
- Coordination between school and post-school activities

Source: Transition and Post-School Outcomes for Youth with Disabilities: Closing the Gaps to Post-Secondary Education and Employment National Council on Disability, Social Security Administration, November 1, 2000,  
[http://www.ncd.gov/newsroom/publications/2000/transition\\_11-01-00.htm#4](http://www.ncd.gov/newsroom/publications/2000/transition_11-01-00.htm#4)

19

### ***Instructional Needs for Students with IEPs***

- Academics: access to rigorous, standards-aligned instruction in general education curriculum
- Self-advocacy and self-determination skills
- Employability skills
- Interpersonal skills
- Time management and organizational skills
- Independent living, recreation and leisure skills
- Instruction in community settings whenever possible
- Specially-designed instruction carefully selected to provide access, but encourage independence

*“Soft Skills”*

20

What tools are available to build  
College and Career Readiness  
for all Pennsylvania students?

### ***Common Core Standards***

- The Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), with participation of the overwhelming majority of states, set a goal to create standards that are “research and evidence-based, aligned with college and work expectations, include rigorous content and skills and are internationally benchmarked.”
- PA is one of 46 states who have adopted the Common Core (PA Common Core). Keystone and PSSA will fully align with these standards.

## ***PA's Career Education & Work Standards***

Pennsylvania's Career Education and Work (CEW) Standards describe what students should know and be able to do at four grade levels (3, 5, 8 and 11) in four areas:

- 13.1- Career Awareness and Preparation
- 13.2- Career Acquisition (Getting a Job)
- 13.3- Career Retention and Advancement
- 13.4- Entrepreneurship

<http://www.pacareerstandards.com>

23

## ***Examples of Skills Addressed in CEW Standards***

Career Awareness and Preparation	Career Acquisition (Getting a Job)	Career Retention and Advancement	Entrepreneurship
<ul style="list-style-type: none"> <li>Abilities and Aptitudes</li> <li>Personal Interests</li> <li>Career Choices</li> <li>Relating School Subjects to Careers</li> <li>Local Career Preparation Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Speaking and Listening in Conversations</li> <li>Interviewing Skills</li> <li>Resources</li> <li>Workplace Skills</li> <li>Career Acquisition Process</li> <li>Career Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>Work Habits</li> <li>Cooperation &amp; Teamwork</li> <li>Group Interaction</li> <li>Budgeting</li> <li>Time Management</li> <li>Lifelong Learning</li> </ul>	<ul style="list-style-type: none"> <li>Risks and Rewards</li> <li>Character Traits of Successful Entrepreneurs</li> <li>Age Appropriate Opportunities</li> <li>Components of a Business Plan</li> </ul>

24

## ***CEW Tools & Resources for Educators***

- CEW “I-Statements” and Key Topics & Activities (Thompson)
- Crosswalks to assist educators in making connections between CEW standards and other academic standards
- Surveys for schools (K-3, 4-5, 6-8, 9-12) to determine curriculum coverage of CEW standards
- Sample lesson plans, all grades
- Literature resources
- Games for students
- Online learning program



25

## ***Business, Computer and Information Technology (BCIT) Standards***

- Developed in the areas of: (1) Accounting, (2) Career Management, (3) Communications, (4) Computer and Information Technologies, (5) Economics and Finance, (6) Entrepreneurship, (7) Global Business, (8) Management and (9) Marketing.
- Offer a PreK-12 perspective to support curriculum development, facilitate the integration of this critical content, and prepare students to gain a competitive advantage.
- Now available on the SAS Portal!

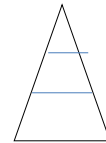
How could we use a tiered model  
to build  
College and Career Readiness  
for all students  
including those with disabilities?

***Wouldn't it be nice if...***

- We had a building-wide framework to prepare all students for college and career, including students with disabilities?
- We built a solid core program that supports and engages all students ?
- We had a way to assess all students quickly a few times a year, so we knew who was on target and who wasn't?
- We had interventions that we knew produced results for students struggling to be successful in school?
- We could re-allocate our resources of time, personnel, and money towards one goal...***student achievement and success during and after high school?***

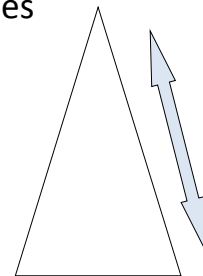
### ***Components of a Tiered Model***

- Use of evidence-based, systems-wide practices
- Screening of students to identify those at-risk for academic , social/behavioral issues or dropping out
- Multiple tiers of prevention and interventions matched to student need
- Often depicted using triangle, showing that ALL students receive core instruction, but, as support are intensified, fewer students require them
- Data-based decision making at building, class, and student level



### ***Components of PA's Secondary RtII Framework***

1. Universal access to high-quality classroom instruction/standards-aligned core instruction
2. Relational support
3. Scientifically/evidence based interventions, instructional methodologies and strategies
4. Tiered instruction and interventions
5. Data-based decision making
6. Professional development



[www.pattan.net/](http://www.pattan.net/) Response to  
Instruction & Intervention / Secondary RtII

### ***Tier I Programming for ALL Students- Example***

- Rigorous, relevant curriculum aligned to standards
- Engaging instruction using principles of Universal Design for Learning (UDL)
- Literacy strategies taught across the curriculum
- Clear behavioral expectations taught & reinforced in all areas
- Screening and ongoing assessment across domains
- Data-driven decision-making at individual and school levels
- Strong guidance program for all students
- **Dropout prevention, e.g., 9<sup>th</sup> grade academies, Early Warning Systems**
- **Early and ongoing assessment for developing career and graduation plans (Bridges, PA CareerZone, etc.) for all students**
- **Curricular connections to career and educational goals & emphasizing choice; infusion of CEW standards & I-statements across curriculum**
- Connections with community employers and post-secondary education, e.g., job shadowing, volunteering, work-based learning
- Families informed & actively engaged



### ***Tier 2: Targeted Programming for Some Students: Example***

- Supplemental instructional supports for academic, social /interpersonal, self-determination skills
- Additional assessment & progress monitoring across domains to meet individual need
- **Targeted guidance for dropout prevention: Check & Connect, mentoring, SAP**
- **Supplemental assessment & planning for post-secondary outcomes (including transition planning for students with IEPs); work-based assessment and learning**
- Targeted supervision & follow-up with community learning opportunities
- Additional outreach to ensure family engagement





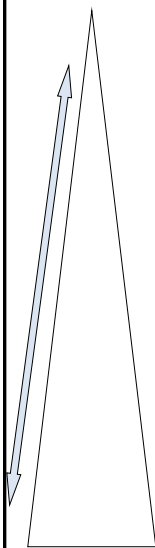
### ***Tier 3: Intensive Programming for a Few Students- Example***

- Intensive, explicit, individualized or small group instruction and supports for academic, social and interpersonal, self-determination skills.
- Intensified assessment & planning (e.g., RENEW, Person-Centered Planning)
- **Individualized interventions for dropout prevention**
- **Intensified assessment and instructional programming for secondary transition, with emphasis on self-determination, social, independent living, recreation & leisure skills**
- Intensified partnerships including parent, interagency & community

Adapted from the work of Morningstar (2011) and National Secondary Transition Technical Assistance Center (2011)



### ***College & Career Readiness and Dropout Prevention Strands***



Adapted from the work of Morningstar (2011) and National Secondary Transition Technical Assistance Center (2011)

#### **Tier 3: Intensified Programming for a Few Students**

- Intensive, individualized supports for academic, social & interpersonal, self-determination skills.
- Intensified assessment & planning (e.g., RENEW, Person-Centered Planning)
- Individualized interventions for dropout prevention
- Intensified programming for secondary transition
- Intensified partnerships including parent, interagency and community

#### **Tier 2: Targeted Programming for Some Students**

- Targeted guidance and planning for dropout prevention: Check & Connect, mentoring, SAP
- More focused assessment of interests, preferences, aptitudes, (including transition planning for students with IEPs)
- Secondary Transition Planning driving IEPs
- Supplemental assessment & planning for post-secondary outcomes; work-based assessment and learning
- Targeted Guidance and Career Prep activities
- Supplemental instructional supports for academic, social /interpersonal, self-determination skills.
- Targeted supervision and follow-up with community learning opportunities
- Additional outreach to ensure family engagement

#### **Tier 1 Programming for ALL Students**

- Strong guidance program for all students
- Dropout prevention, e.g., 9<sup>th</sup> grade academies, Early Warning Systems
- Early and ongoing assessment for developing career and graduation plans (Bridges, PA Career Zone, etc.) for all students
- Curricular connections to career and educational goals & emphasizing choice; infusion of CEW standards & I-statements across curriculum
- Connection with employers and post-secondary education, e.g., job shadowing, volunteering.
- Families informed & actively engaged

### ***“Transition-Focused Education” for Students with Disabilities***

- Research demonstrates that transition outcomes improve when educators, students, families, and community members and organizations work together to implement a broad perspective of transition planning
- Transition planning is:
  - Seen as fundamental basis of education that guides development of students’ educational programs, rather than an “add-on” activity for students with disabilities
  - Directed toward adult outcomes
  - Consists of academic, career, and extracurricular instruction and activities, delivered through a variety of instructional and transition approaches, and responsive to the local context and students’ learning and support needs

35  
NASDSE 2011

### ***Converging Solutions for Students with and Without Disabilities***

- High academic standards taught and assessed
- Integration of Career Education and Work Standards,
- Collaborative leadership, professional learning communities, strategic use of data
- Personalized learning environment
- Encouraging family involvement
- Multiple pathways to graduation
- Innovative supports & instruction outside the classroom, e.g., service learning
- Work-linked learning; e.g., job shadowing, internships,
- Innovative strategies to support & engage students
- Involving educators, parents, community, employers, agencies, higher education

36

## ***Where to Begin - Considerations***

- Engage multiple stakeholders in planning
- Begin with the end in mind
- Inventory current practices
- Gather and analyze data
- Establish short and long term priorities
- Develop goals
- Work on beliefs, values, culture
- Action plan
- Monitor progress and adjust



Tiered Model Team Worksheet List Strand: \_\_\_\_\_

	What We Already Do	Gaps/ Potential Actions
Tier 3: Intensified Programming for a Few Students		
Tier 2: Targeted Programming for Some Students		
Tier 1 Programming for ALL Students		

### *Resources: Disability-Specific*

National Dropout Prevention Center for Students with Disabilities	<a href="http://www.ndpc-sd.org">www.ndpc-sd.org</a>
National Secondary Transition Technical Assistance Center	<a href="http://www.nsttac.org">www.nsttac.org</a>
National High School Center	<a href="http://www.betterhighschools.org">www.betterhighschools.org</a>
National Center on Secondary Education and Transition	<a href="http://www.ncset.org">www.ncset.org</a>
PA Career Education and Work Standards and Toolkit	<a href="http://www.pacareerstandards.com">www.pacareerstandards.com</a>



39

### *Resources*

- PA Training and Technical Support Network  
[www.pattan.net](http://www.pattan.net)
- PA Standards Aligned System [www.pdesas.org](http://www.pdesas.org)
- PA Career Education and Work Standards Toolkit  
<http://www.pacareerstandards.com>
- Partnership for 21<sup>st</sup> Century Learning <http://p21.org>
- National HS Center [www.betterhighschools.org](http://www.betterhighschools.org)
- Alliance for Excellence in Education  
<http://www.all4ed.org>

Thank you for your participation!  
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40